DOCUMENT RESUME

ED 179 583 TM 009 870

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TITLE Spanish Phonemic Unit Production Test.
PUB DATE 72
NOTE 4p.
AVAILABLE FROM R. V. Skoczylas, 7649 Santa Inez Court, Gilroy, CA 95020 ($0.50 ea.; 20 test forms, $3.00; cassette tape, $4.00)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Auditory Perception; Elementary Secondary Education; Higher Education; *Language Tests; Phonemes; *Pronunciation; *Spanish; Speech Skills; Test Reliability; Test Validity
IDENTIFIERS *Spanish Phonemic Unit Production Test

ABSTRACT

A test was constructed to measure a person's ability to produce Spanish sounds which are considered difficult but which must be mastered for fluency in Spanish. The test was used with learners from kindergarten to college. It was consensually validated by a panel of bilingual specialists after analyzing it according to contrastive analysis procedures applied to English and Spanish. A reliability estimate was determined by testing 57 Spanish-speaking first grade students, both native and non-native speakers, from rural low- to middle-income families. Test-retest reliability was .76. (The 1972 revision of the test is included; it has two sets of 20 sentences which are read orally and repeated by the student. This test form also serves as a scoring sheet.) (MH)

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Spanish Phonemic Unit Production Test

This test measures a person's ability to produce Spanish sounds that are highlighted by linguists and classroom teachers as particularly difficult ones that must be mastered to speak Spanish well. It has been used successfully with learners ranging from Kindergarten to college. The same phonemic units are tested in each form of this individually administered test. In addition to a scoring sheet, a cassette tape recording by a native speaker provides the instructions and test items for Forms A and B. Time: 5 minutes for each form.

This instrument was consensually validated by a panel of bilingual specialists at the University of New Mexico after analyzing the test according to contrastive analysis procedures applied to Spanish and English. Additional sounds identified by experienced teachers of Spanish as a Second Language were also included. A reliability estimate was accomplished with fifty-seven Spanish speaking first-grade students, both native and non-native speakers, approximately fifty percent males and fifty percent females, from rural low- to middle-income families. The test-retest reliability was .76.

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SCORING SHEET

Spanish Phonemic Unit Production Test (Revised)

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DIRECTIONS: Each subject listens to each of the utterances twice and then repeats each utterance. The subject's repetitions may be tape recorded, analyzed and scored later, or the test may be administered, analyzed and scored as each item is completed. The scale for each response ranges from 0: nada (no response), 1: mal (poor), 2: bien (good), with native Spanish-speakers as a point of reference. Two practice items precede each form of the test. In the space to the left of each utterance, write the score of 2, 1, or 0. Rate only the **sound** represented by the **letter(s) in bold type.** This SCORING SHEET may be used for either or both forms. Perfect Score of each form: 2 x 20 equals 40. Time 5 minutes for each form.

Name..... Date..... SCORE FORM A ..... SCORE FORM B .....

FORM A

Examples: La nieve es blanca.

Se llama Pepe.

—— 1. ¿Dónde está el papel?
—— 2. No tienes leche.
—— 3. ¡Qué cara bonita!
—— 4. Está el presidente.
—— 5. Es la misma cosa.
—— 6. El joven vino.
—— 7. El lobo se fué.
—— 8. Es un mal día.
—— 9. Me duele el dedo.
—— 10. El gato es negro.

FORM B

Examples: ¡Mira las flores!

Siéntese, por favor.

—— 1. No veo el palo.
—— 2. Miguel es alto.
—— 3. Me gusta el queso.
—— 4. María está presente.
—— 5. Desde ayer.
—— 6. ¿Quién es el jefe?
—— 7. Ella se lava.
—— 8. Daniel estudia.
—— 9. Se comió todo.
—— 10. Es de algodón.

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—— 11. Habla español.

—— 12. Viene el toro.

—— 13. El perro ladra.

—— 14. Ay, ¡qué bueno!

—— 15. Leí dos libros.

—— 16. ¿Y tu camisa?

—— 17. Tengo un peso.

—— 18. Pedro va a casa.

—— 19. Mi mamá es alta.

—— 20. Arroz con pollo.

—— TOTAL SCORE, FORM A

—— 11. El sol se pone.

—— 12. Se lave la cara.

—— 13. Ricardo lee.

—— 14. Un vaso de agua.

—— 15. Juan y Pepe juegan.

—— 16. Cuento: uno, dos, tres . . .

—— 17. La mesa es azul.

—— 18. Nos da papel.

—— 19. Voy a San José.

—— 20. Está el doctor.

—— TOTAL SCORE, FORM B